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ABSTRACT

The recent integration of learning disabled students into regular classrooms has emphasized the need of the regular classroom teacher to have special education competencies. The implication is that all teachers should attain a certain level of knowledge, skills, and abilities. The Generic Affective Competency (GAC) model identifies how teachers can systematically attend to many issues of behavioral management through specific practices of instruction, interaction, and classroom management. Many of the competencies relate directly to empirical findings from both clinical-experimental and applied educational settings, while others are supported by theoretical constructs and models. The CONSERT inservice training model recognizes and enhances the different abilities, motivations, and perceptions of teachers, rather than standardizing the competencies of school personnel. Four interrelated phases are used in the CONSERT model: (1) awareness activities; (2) instruction in affective skills; (3) demonstration projects and specific skill development; and (4) withdrawal and implementation phase. (FG)

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"GENERIC AFFECTIVE COMPETENCIES: A common bond between regular and special educators

Paper presented at CEC National Convention
Philadelphia, Pa.

4/22/80

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Introduction

As increasing numbers of learning handicapped students become integrated with normal peers in regular classrooms and instructional arrangements, there would seem to be a parallel need for the roles of regular and special education to be shared more collaboratively than in the past (Reynolds and Birch, 1976). A number of states have already effected changes in teacher certification in special education or are currently considering doing so. They have introduced the "general special educator" or "generalist" in the field notion. At the same time various teacher training programs in colleges and universities have moved to generic or generalist type programs of training. In a related effort, there have been attempts to infuse the regular educator's preservice training with certain special education competencies, thus implying that there are some knowledges, skills, and attitudes which should be found in all teachers.

What are the competencies necessary to work with exceptional children who manifest a variety of handicapping conditions? For a long period, the response of the field of special education to this question was categorical in nature. For example, the question was stated as, "What are the competencies required to work with children who are mentally retarded; emotionally disturbed; or visually handicapped?" The outcomes of this point of view were evidenced in teacher training and state licensing arrangements, as well as the ways that services were made available to children in public school.

The reasons for these certification arrangements most likely are related to the manner in which special education services were added to the regular education establishment as appendages over the decades of the 40's, 50's and 60's. It may have been reasonable for teacher trainers to

assume that some of the competencies required to be a teacher of non-handicapped children were also required by special educators. An individual already prepared as a teacher and presumed to have these competencies should be able to add on new knowledge and skills more easily than someone with no preparation for teaching. An underlying assumption of this point of view is that there must be teaching competencies which are 'generic'. That is, there must be some competencies that are common to, or characteristic of, any person in an instructional position.

This movement is ultimately based on the idea that there are commonalities of learning problems encountered across the various handicapping conditions. In addition there is the notion that these commonly shared learning problems represent the most salient features of the individual with which a teacher should begin to deal. This is not to say that, for example, the sensory restruction of blindness, or the mobility and exploratory impairment represented in cerebral palsy are not of primary importance to a teacher who works with anyone who has these problems. A teacher who works with a blind or cerebral palsied person will need to understand and respond to the particular learning characteristics which accompany these conditions. However, such responses would be insufficient in themselves to meet the handicapped person's educational needs. The generic competencies would also be required to meet a student's non-specific or generic learning needs.

The issue of generic competencies has come to the foreground as varieties of appropriate instructional arrangements have emerged in accordance with federal and state regulations and policies. When resource and helping teacher arrangements became used in lieu of self-contained and categorically homogenous classes, teachers were expected to function cross-categorically to meet the needs of children with a variety of diagnoses. The current emphasis on least restrictive environment has moved a similar

responsibility partly back into the mainstream and on the regular classroom teacher.

The precise manner in which mainstreaming practices are implemented may be likely to differ from one school (or district) to another. This will depend largely on the numbers and kinds of handicapped students within a school district and the capacity of local educational agencies for coordinating the services of regular and special education. Differences in mainstreaming practices may also become evident between elementary and secondary level schools, given the contrasting instructional arrangements; and the special education program deficits found at the high school level (Nelson and Kaufman, 1976).

The present effort was an attempt to define a set of generic special education competencies which would be specific to secondary level teachers. In addition, because of excessive concerns about emotional and behavioral problems exhibited by adolescents there seemed a need to identify teaching competencies which would address a student's affective domain behaviors.

Thus, the focus of the present report encompasses 'generic affective competencies' which appear to be a common bond between special and regular classroom teachers.

Learning needs and inter-related handicapping conditions

Learning in general, whether academic, social or emotional, has been attributed to 1) the individual student's capacities for amounts and rates of growth in the interrelated domains of affect, psycho-motor behavior and cognition and 2) environmental factors that stimulate growth at different stages of development. This view of learning, in other words, assumes that individuals are mediating organisms who are continually acting and reacting to external events and stimuli, as well as to internal phenomena and information processing capacities that develop with age, exposure and teaching in a systematic and spiralling fashion. (Rosenburg, 1978; Mahrer, 1976; Izard, 1977; Mischel, 1977; Spivack and Shure, 1976; Klausmeier, Ghatala and Frier, 1975; Rosenthal, 1970; Erikson, 1968; Bruner, Goodnow and Austin, 1958).

Emotionally disturbed and socially maladjusted youngsters are most often associated with problems of motivation and inappropriate behavior. Similar affective difficulties have been observed among other kinds of learning handicapped students as well. In fact, one may find that teaching in any instructional arrangement at the secondary level involves more than having subject matter expertise. Experienced teachers may understand that merely transmitting content information will often prove ineffective; that all adolescents are not always sufficiently motivated to engage in learning activities; that all are not responsive to similar values, or what may seem reasonable methods of controlling behavior.

Youngsters who are characterized by any of the classifications of learning handicaps are especially vulnerable to situations and experiences that precipitate the kinds of social and emotional conflicts which inhibit learning. The more frequently, chronically and intensely (Pattavina and Gotts, 1979) that a youngster's affective functioning conflicts with learning, the more likely it is that such a youngster will be characterized further by academic retardation,

limited intellectual development and inadequate preparedness for adult adjustment (Robins, 1966; Bruner, 1971; Gallagher and Harris, 1976; Morse, 1979; 1977; Schafer and polk, 1967; Balthazar and Stevens, 1975).

Affective competence, achievement and adaptive behavior

Learning handicapped students may vary considerably in the kinds and degrees of affective competence that would enable them to either a) 'achieve' a range of learning objectives or b) 'experience' and 'exhibit' personal efficacy in a range of social and learning situations.

Factors used to judge the seriousness of a student's social and emotional adjustment difficulties (TEA, 1978), are one way to identify an individual's degree of affective competence. It seems likely that affective competence would relate directly to both the 'number' and the 'amplitude' of factors seen to be problematic. In other words, as youngsters exhibit ineffective or maladaptive functioning in more of these areas; more frequently; for longer periods of time; with greater degrees of personal and environmental disruption, the more likely it is to find a) inadequate achievement, and b) a distorted or inhibited sense of 'efficacy' (Thomas, 1978).

Table ____

Factors that need to be considered when determining the seriousness of social-emotional disturbance (TEA, 1978)

a) 'capacity-functioning' disparity
b) interpersonal relationships
c) adaptive behavior
d) self-concept and manifest emotions
e) physical symptoms or fears

Because of widespread concern reported about the social and emotional adjustment difficulties of many learning handicapped students and adolescents, there has seemed a need to identify competencies by which a regular classroom teacher could manage students' affective, or social and emotional behaviors.

Interpreting the 'maladaptive' behaviors manifested by learning handicapped adolescents as "affective learning needs" would seem to represent somewhat of a shift in perspective for those in traditional educational settings. The literature on 'teaching competencies' seems replete with discussions, guidelines and specifically delineated skills and strategies for managing behavior and learning, and for organizing the learning environment. In general, such recommendations can be seen to polarize towards either traditional or progressive educational practices. (Thomas, 1978).

Affective adjustment needs have most often been identified by educators when a student needs to be reprimanded, punished or disciplined in some way. An individual's social and emotional adjustment in this regard connotes simply a matter of personal discipline or self control. This, however, is only one interpretation of social and emotional adjustment. Given this perspective, behavior management practices of teachers can seem little more than a reactionary form of discipline; and more distant from the student's need to experience efficacy, esteem and achievement.

Affective learning needs have been understood by persons in other ways. Some educators have urged that schools incorporate such things as 'mental health curriculum' (Ojeman, 1967) or 'affective education' (Brown, 1974). These points of view assume a 'preventive' conceptualization of behavior management and social-emotional adjustment.

The generic affective competency 'model' identifies how teachers can systematically attend to many issues of behavior management through specific practices of instruction, interaction and classroom management. Classroom

teachers are understood to be in a position to have significant influence on the perceptions, feelings, thinking patterns, and behavioral habits of vulnerable adolescents. By establishing interactions with students that generate effective patterns of communication, the opportunities for learning are increased continuously.

The nature and extent of learning achieved by individual students can be seen to involve complex interactions of a) capacity for learning and academic achievement, b) current intellectual functioning, c) affective perceptions and beliefs about personal, interpersonal and situational occurrences, and d) appropriate instructional experiences and activities. None of the developmental or affective learning objectives identified in other reports (see Table ___ following) will occur in an experiential vacuum. (Gotts, et al, 1978). In other words, there must be some type of perceivable instruction or model in the student's environment from which relevant learning experiences are generated. Variables in the external environment of an individual include teachers, learning activities, role-models and perceivable events which are stimulating and comprehensible. In addition, related learning factors of motivation, incentive or disposition will serve to complement or inhibit any externally-aroused learning behaviors. Learning happens best in the context of individual motivation and qualitative interactions or experiences with facets of the environment.

The generic affective competency model does not preclude the issue of behavior management. Rather, behavior management strategies are incorporated within a larger conceptual framework of teaching-oriented behaviors. Behavior management practices of an individual teacher will in some ways affect the classroom climate as perceived by individual students. The need a teacher experiences for having to rely on disciplinary strategies can be seen in

EXAMPLES OF SOCIAL-EMOTIONAL LEARNING OBJECTIVES FOR IEP's

SOCIAL SURVIVAL (Hops & Cobb)

1. APPROVAL - giving clear gestural, verbal or physical approval to another person.
2. ATTENTION - doing what is appropriate in an academic situation
3. COMPLIANCE - doing what is requested
4. INITIATION - indicating need for assistance in academic work (in appropriate manner)
5. POSITIVE TALK - concerning academic material
6. VOLUNTEERING - raising hand to answer teacher's question

TASK-RELATED

1. Asking & answering questions
2. Attending behavior
3. Classroom discussion
4. Completing tasks
5. Following directions
6. Group activities
7. Independent work
8. On-task behavior - questionable
9. Performing How?
10. Quality of work

VALLETT ('74)

1. Social Acceptance - get along with peers
2. Anticipatory response - anticipate the probable outcome of a social situation by logical inference
3. Value judgements - ability to recognize & respond to moral and ethical issues
4. Social maturity - the ability to assume personal & social responsibility

WOOD ('75)

1. Behavior Goals
   a. Inner Control (physical and verbal)
   b. Respect for rules
   c. Alternatives to socially unacceptable behavior
2. Personal Independence Goals
   a. Make plans - for what?
   b. Participate independent of adult suggestion and direction
   c. Identify with adult rules
3. Peer interaction - participate appropriately
4. Communication - recognize & express needs and feelings in self & others

relation to the degree and relevance of learning that is achieved. In other words, the extent to which a teacher will need to use reactionary kinds of behavior management skills may be significantly related to the effectiveness of the instructional practices.

In another way, the extent of conflict situations needing to be managed in a classroom will tend to reflect the nature of teacher-student 'relationships' generated by a) the interactions that occur, b) the kinds of activities designed by the teacher for the students, and/or c) the manner in which that teacher responds to the problems being experienced or manifested by different students.

Moos (1979) has identified nine (9) variable factors of teaching which comprise 'the classroom climate.' These research findings suggest that 'classroom climate' is correlated with different levels of achievement and social/emotional adjustment on the part of students. The subcomponents of classroom climate defined by Moos include the areas of managing behavior, teaching, and establishing relationships. Three broad domains of teaching are identified in this model as 1) the systemic organization factors, 2) the teaching related factors, and 3) the relationship related factors.

In a similar way, the generic affective competency model incorporates three broad domains of teaching behavior. These include a) establishing an affective climate, b) managing behavior conflicts and crises, and c) teaching new affective behaviors. The first category relates to the student's 'affective' domain from an experiential frame of reference. The second category addresses the student's 'behavioral' domain. The third category encompasses the 'cognitive' domain, in reference to academic learning for secondary affective growth; and direct affective instruction for meeting a student's

primary affective needs. Each dimension of teaching competency is a reflection of the different ways that affect is exhibited (Izard, 1977) and has proven influential in the process of classroom learning.

Review of research on achievement, adjustment and effective teaching practices

1) The manner in which teaching practices are able to influence adaptive behavior and learning remains an issue of concern to educational researchers (Moos, 1979; Solomon and Kendall, 1979).

2) Continuous interactions of the cognitive, behavioral and affective processes (Izard, 1977) need to be identified more clearly in relation to contextual effects of different environments. (Dunkin and Biddle, 1974).

3) The interaction of affect, cognitive capacity and academic achievement is complex and dynamic, rather than simple and direct. (Thomas, 1978).

4) No single theory of 'learning', personality-development', or 'behavior' is able to account for the range of achievement variance and affective maladjustment. 'Self-control'; 'perceptions'; 'dispositions'; and 'personal efficacy' of individual students need to be taken into account in order to predict or change cognitive and affective responses.

5) Skill development (achievement) is most effective with a) structured or directive teaching, b) adaptive learning behaviors by students and c) sufficient student disposition towards the value of learning.

6) Learning in general has been seen as the result of interactions among variables of the task, the instruction and the individual learner (Klausmeier, Ghatala and Frieier, 1974).

7) There appears to be a number of commonly-shared elements among the various theories and program models. Any intervention program designed for youngsters with atypical learning and adjustment patterns will need to have addressed major factors of development:

1. a need for caring, reward or relevance

2. a need for safety, control or predictability

3. a need for developmentally-adaptive learning experiences, or novel and manageable stimulation

8) The most critical determining factor of effectiveness, for whatever program or stragegy one chooses, will be the student's capacity for 'experiencing', 'perceiving' and 'responding' to the way an intervention objective has been designed and implemented. (Thomas, 1978).

9) Observations and theoretical constructs derived from the 'behavioral', 'cognitive', and 'psychodynamic' schools of thought have all found a certain degree of validity (Thomas and Chess, 1980). The distinctiveness of each theoretical perspective can appear to contradict their mutual supportiveness (Morse, 1979).

Teaching competencies and the affective domain

Teaching competencies needed to address a student's social and emotional adjustment, or affective functioning, have not been clearly identified or meaningfully articulated in the professional literature. Issues concerning affective domain behaviors which were initially addressed are shown following in Table ___.

Table ____

1. Are there valid and reliable measures of social and emotional adjustment, or affective-domain functioning?

2. In what ways does a student's affective functioning interact with cognitive functioning and/or academic achievement?

3. What theoretical and empirical support can be identified to justify the proposed generic affective competencies' teaching model?

The list of generic affective competency statements described in this report are the result of 1) a review of relevant literature (re: education, learning,

emotional and social growth), 2) direct observation, 3) consensual validation field testing and 4) a revision of the competency statements based on the outcome of the consensual validation. Subsequent research activities being conducted or designed need to ultimately achieve an empirical validation of the competencies over a period of time. Specific questions remaining problemmatic are related to the value of the competencies for promoting child change and the extent to which affective competencies can be developed through training.

Specific categories, or dimensions, of teaching competency appeared consistently in reports concerning instructional effectiveness and classifications of learning handicaps. Though a variety of descriptive terms or phrases have been used by different researchers to identify needed teaching behaviors, all can be viewed similarly from the common reference of learning. In other words, teaching competencies are valid only to the extent to which they interface with variable factors related to adaptive learning achievement.

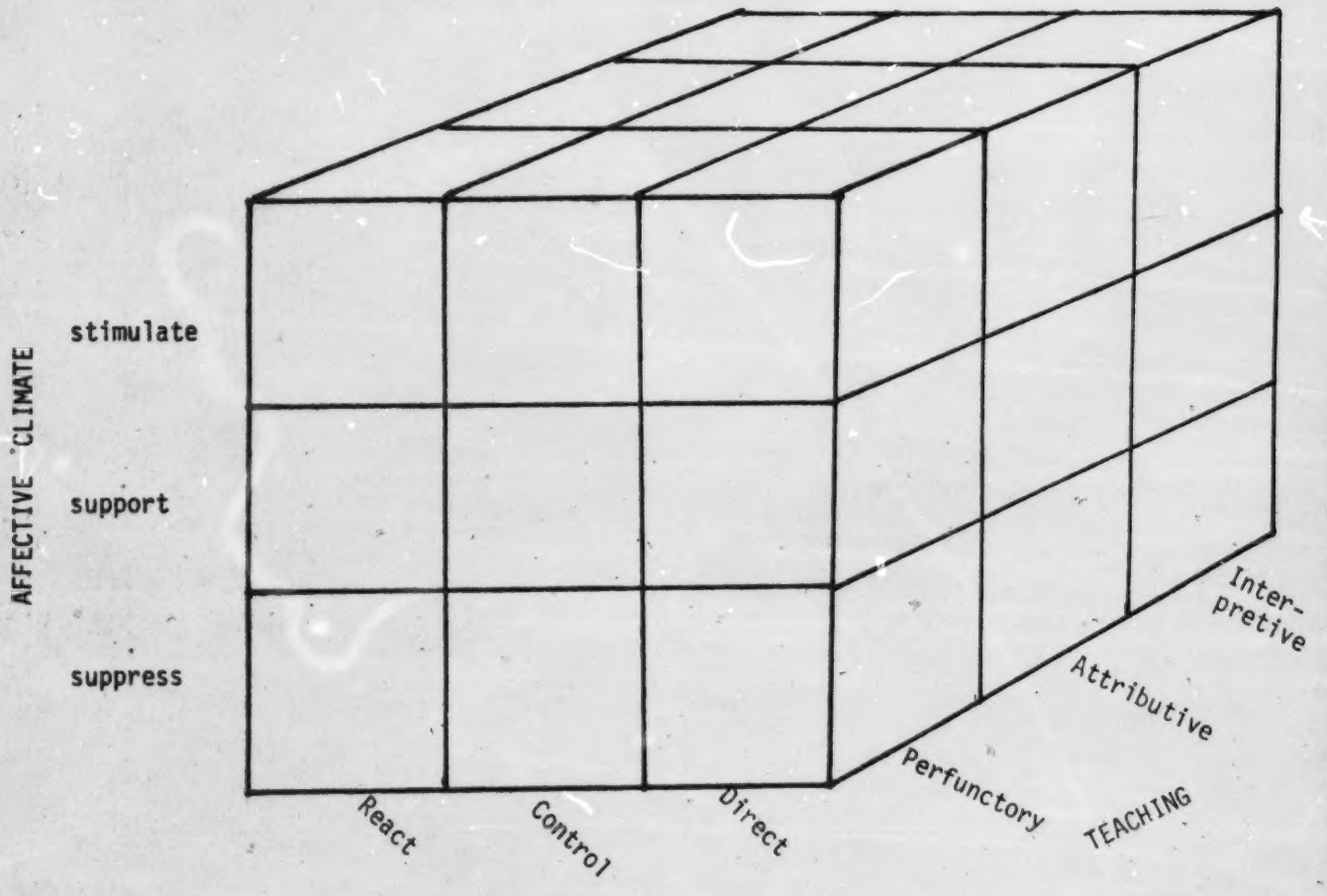
Affective dimensions of teaching

Affective teaching competencies (Brown, 1974) are skills that seem necessary for enhancing motivation, reinforcement, communication and learning. The different schools of thought may each suggest a different way to enhance affect or achievement, though a great deal of overlap may be evident in many of the strategies.

'Generic affective competencies' (Gotts et al, 1978) are teaching skills that seem important for meeting instructional objectives regardless of one's theoretical orientation. Three broad categories of affective teaching behaviors (Table ___) have been identified as those required by any effective teacher who attempts to motivate, understand, involve, manage and teach individuals who are vulnerable in educational settings.

Figure _____

GENERIC AFFECTIVE TEACHING COMPETENCIES



Affective dimensions of teaching behaviors

Regardless of what factors are influencing or motivating a teacher to behave in a given way, the actual teaching behavior can be seen to vary in the 'degree' to which affect is being expressed; the degree to which the student's affective functioning is an 'objective' of the intervention or strategy; and the 'kind' of affective factor(s) perceived or understood by the teacher to influence the desired change in student behavior.

Individual teachers vary in their teaching 'style' (Moos , 1979). They may display lots of enthusiasm, joy, optimism, acceptance, empathy, support, fairness, confidence, logic, etc. Conversely, teachers can be cold, authoritative, biased, pessimistic, elitist, frightening, condescending, fearful, disorganized, etc.

They may appeal to a youngster's sense of joy; or to the emotions of fear, guilt or shame. They may respond to youngsters on the basis of interest and excitement; or on the basis of fear or anger, and to a need to 'control'.

Table ____

The affective competencies of different teachers

a) ability to reasonably 'recognize' affect in other individuals and groups

b) ability to reasonably 'recognize' affect in themselves

c) 'interpreting the meaning' of non-verbalized and 'displaced' affect

d) 'understanding' (describe) how affect can, or does, influence someone's adaptive functioning

e) 'understanding' (describe) how different cultural-ethnic groups have explicitly or traditionally sanctioned the expression of affect; and the significance of affect for that group.

f) the nature and degree to which conscious and phenomenological affective-responses can be adaptively 'expressed' (e.g. modeling); and experienced.

g) the nature and degree to which deleterious affective-responses can be inhibited or 'controlled' (e.g. shock-proofness); or their ability to 'tolerate' student deviance and personal frustration.

h) the nature and degree to which affective variables of an individual or groups of students can be 'managed' to achieve specific learning objectives (e.g. generate enthusiasm, conceptual conflict; epistemic curiosity; control tension or anxiety)

i) the nature and degree to which student(s) affect can be 'incorporated' as primary learning objectives of behavior management. (e.g. clinical exploitation of life events)

j) the degree to which the teacher's affective responses are able to become an effective form of 'reinforcement'

k) the degree to which they are able to 'assess or evaluate' the relative effectiveness of different teaching or management strategies

Students with social or emotional difficulties can control a teacher's behavior by influencing a teacher's affective perceptions and responses. Many problemmatic adolescents can be excessively taxing on a teacher's patience; self-esteem; sense of competency; moral-value belief systems; and in extreme cases, physical safety. When a teacher senses doubt, fear, anger, or in extreme cases, decompensation, that teacher is highly prone to losing control of how the intervention, teaching strategy, or treatment interaction will take place. Aggressive and violent students tend to arouse similar kinds of responses in teachers, parents and adults in general. Aggressive and violent adolescents tend to generate the aggression and violence in most, if not all of us. (May, 1972).

Likewise, withdrawn, non-responsive, and reclusive students will cause other kinds of responses. A teacher can tire of reaching out and getting little or no cooperation, and seeing little discernible effect. It is understandable how a teacher can feel relieved that the student is at least not generating the aggressive kinds of conflicts that disrupt the larger classroom climate and the teacher's defensiveness, mood, energy, etc. Consequently, this student can easily be overlooked and not receive the kinds of instructional or treatment strategies that might be needed. Withdrawn students tend to make us withdraw from them.

Ideally, a teacher can be aware of how different students are influencing their affective responses (moods, comfort levels, anxiety, self-esteem, sense of safety). Subsequently, one can be aware of how (if at all) the teaching behavior and interaction is being influenced, or controlled, by a student's handicapping condition. Only then can strategies be devised where the interaction is controlled by the person responsible for helping the student, and in accordance with the recommended procedures described in the child's IEP.

As of yet, no one has patented "the" teaching strategy that will prove effective with all problemmatic students on a consistent basis. As learning profiles differ, it's unlikely that an effective teacher can rely on one single strategy or theoretical approach. If one truly wishes to base their teaching behaviors on the learning needs of children, then it's imperative that a wide variety of instructional strategies are available in a teacher's repertoire of skills. It seems likely that teachers who have more skills to draw upon will be more able to effectively match an instructional procedure with a child's manifest ability to learn.

The cluster of skills which emerge from these assumptions are being described as "generic affective competencies." The generic affective competencies are, in other words, those 'skills', 'attitudes', and 'understandings' needed by any teacher for the purposes of motivating, managing and teaching students who have a range of cognitive and academic achievement levels, and a range of affective levels of development when entering the classroom.

TABLE ___

I. Establishing the affective climate of the classroom

A. Developing communicative relationships in classroom interactions and activities

B. Enhancing agency, accountability, achievement and efficacy.

C. Promoting relevance, reward, and disposition in the instructional process.

II. Managing conflicts, crises and the classroom

A. Designing a flexible environmental-structure and responsive administrative procedures

B. Responding effectively to unacceptable behavior and crises

C. Controlling the incidence and nature of conflict and crisis behaviors with effective classroom management practices.

III. Teaching new affective behaviors

A. Assessing and evaluating the affective functioning and learning needs of individuals and groups

B. Designing instruction for (primary and secondary) affective growth

C. Integrating personal affective competence with instructional and management activities

Validating the generic affective competencies

Many of the competencies relate directly to reliable empirical findings from both clinical-experimental and applied-educational settings. Others find a greater basis of support in theoretical constructs and models, and less in findings reported from research.

Identifying how a model of teaching is supported by a theoretical framework is a needed step in the process of validation (Dunkin and Biddle, 1974). A major criticism of educational research has been the "theoretical vacuum" associated with isolated findings (p. 13). The GAC model has drawn theoretical support from a number of areas which relate explicitly and implicitly to classroom instruction and management practices.

The extent to which theoretical constructs used to support the GAC model are able to be empirically validated will prove critical to this line of reasoning. (Dunkin and Biddle, 1974). Instruments and strategies for the measurement of affective-domain learning have, in the past, been of lesser value to educational researchers than ones concerning behavioral objectives. (Combs, 1973; Morse, 1979)

TABLE ___

BASIC THEORETICAL ASSUMPTIONS OF THE GAC MODEL

1. Cognitive, affective and behavioral responses interact continuously.
2. "Emotionally young" behaviors will conflict with teacher expectations.
3. Affective difficulties can overlap with other handicapping conditions. Teachers may need a range of different strategies.
4. Feelings and behavior are different.
5. Feelings are contagious. Group dynamics are critical at the secondary school level.
6. Crisis or conflict situations can be used to stimulate learning or growth.
7. Teachers can be effective role-models in the context of a relationship.
8. Managing conflicts requires effective communication.
9. Homes and community resources bolster the effectiveness of a school's intervention network.
10. Relevance and reward are individual perceptions.
11. Social adjustment, achievement and affect are not related in a simple or linear fashion.

It seems of utmost importance in this regard to consider how affective learning achievement is measured; and how factors seen to influence such learning are identified. There needs to be a greater understanding about the degree to which affective learning achievement is attributable to cognitive activities and content; and the degree that is attributable to such factors as 'process'; 'relationship';'modeling'; or 'identification' (Morse, 1979).

An overriding concern associated with 'affective' learning objectives and teaching practices is a tendency for these to be viewed in contrast to 'behavioral' objectives and procedures (Combs, 1973). Perceiving affective and behavioral learning objectives as incompatible carries a presumption that each area of learning and development can take place in isolation from one another; when it seems more likely that affect and behavior are inseparable (Morse, 1979).

An in-service training model

What seems implied by the findings and observations described in the prior sections, is that teachers have different styles which they exhibit in the classroom during both instructional and noninstructional activities. To a certain extent, these styles have seemed unrelated to formal training. These might suggest affective competencies and a basis by which to identify both a model of teaching, and a model of teacher preparation, which adheres to a 'continuous' understanding of how affect, cognition and behavior are related to one another. Teachers are able to profit from inservice training to the extent that opportunity is made available in effective learning arrangements, and motivation is experienced to develop new skills.

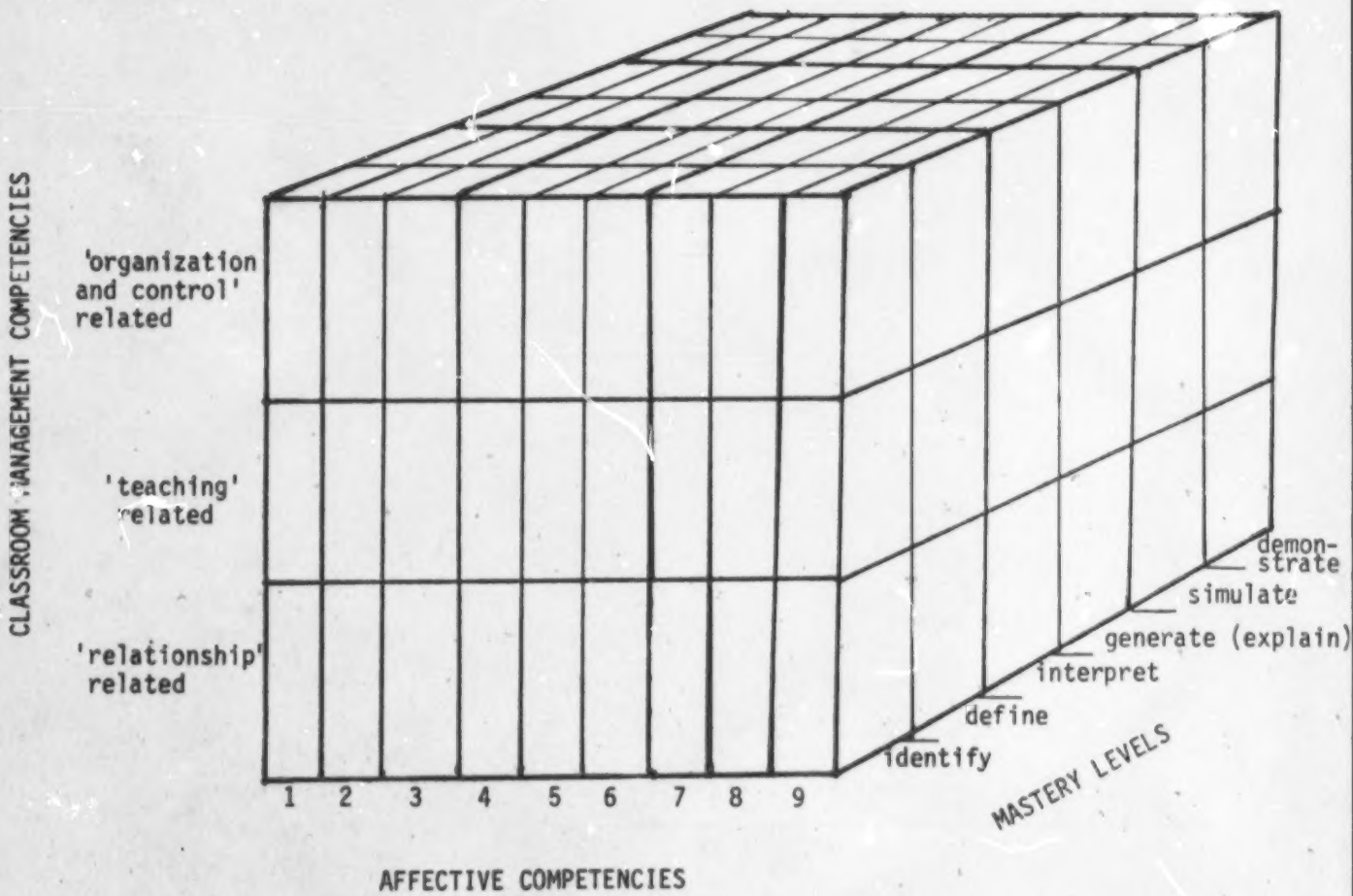
A primary assumption underlying the CONSERT training model is that educators, like students, have different abilities, motivations and perceptions. Rather than attempting to standardize the competencies of school personnel, the model proposes recognizing and enhancing these differentes in order to serve the different subgroups of students within the school. (Pattavina, 1978; Gotts et al, 1978). In short, the Project aims to facilitate use of faculty strengths rather than attempting to remediate faculty "weaknesses."

It would seem unrealistic, for example, to expect any or all participating teachers to become proficiently well-versed in the complete range of 'generic affective competencies.' That is to say, whereas one might come to 'understand' the entire list of skills, it is unlikely that all of these skills would also become practiced regularly as part of one's teaching repertoire during the course of a single inservice training arrangement. Rather, it is more probable that an inservice participant would gain some new skills, and a heightened awareness of several other skills and procedural alternatives. People develop skills sequentially over the course of time.

Clearly though, persons who will derive the greatest benefit from training are those persons looking to enhance their professional expertise. In a sense, this will mean contracting with school personnel who have developed beyond 'personal survival' needs. This does not imply that all new teachers are inappropriate, as it does not imply that all experienced teachers are ideally suited for training. Staff training needs are best understood through a collaborative process of assessment.

Figure ____

"A competency-based model of teacher training"



The CONSERT training model is designed to engage systematic training activities with school personnel through four inter-related phases of involvement.

Phase I constituted awareness activities for the entire school faculty and presented them with opportunities for further involvement. Only those who were motivated enough to become involved voluntarily were involved in Phase II, a broad, understanding-oriented type of training. While specific skills were emphasized, true skill development was predominantly a Phase III activity. Phase III emphasized involving only the most motivated individuals who seemed likely to also accomplish Phase IV objectives. These individuals had to make a major commitment to try new teaching skills and strategies, or other job related activities. The skills they acquired through their efforts were integral to the success of Phase IV.

Phase IV emphasized project withdrawal and attempts to foster and reinforce innovations as permanent school personnel assumed the foremost responsibility for ongoing change. Attention was given to the natural communication patterns of school personnel and to preexistent school organizational units (for example, the various instructional teams).

Thus, the model includes: (a) awareness activities and very general level of training; (b) a thorough grounding in affective skills within a "positive-growth" orientation to dealing with emotional and behavioral problems of adolescents in general; (c) the development of demonstration projects and specific implementation skills in key individuals; and (d) a withdrawal phase which emphasized school personnel carrying on the kinds of activities the Project would advocate.

TABLE ____

A hierarcy of affective teaching competencies: classroom application

1. Differentiate between feelings and behaviors
2. Understand how students experiencing stress can affect peers and teachers. (i.e. feelings are contagious)
3. Understanding the importance of involvement or relationships for teaching and managing students with affective difficulties.
4. Understanding that levels of social and emotional 'functioning' may vary widely among individuals; at different times; and in different situations.
5. Recognizing personal concerns, feelings and reactions
6. Recognizing the perceptions and affective needs of individual students.
7. Identifying optional strategies for managing affective conflicts and crises.
8. Developing involvement, relationships and rapport.
9. Placing appropriate behavioral limits and rejecting irresponsible behavior with continuity and fairness.
10. Teaching new affective responses to students.

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